

Readers' Workshop Lesson

Look for evidence that the teacher:	
<p><i>Preparation/Assessment</i></p> <ul style="list-style-type: none"> • Helps the students participate as a community of readers • Immerses the students in many examples of the type of reading they are learning about so they can notice and use the characteristics • Reads student responses to reading on a regular basis and uses notes from conferences and guided reading lessons to inform instruction? • Uses the students' needs as readers (reading records, notes) or selects understandings to select minilesson topics • Organizes students to read and respond to their reading independently 	
<p><i>Minilesson</i></p> <ul style="list-style-type: none"> • Helps the readers think about the genre and its characteristics • Engages the students in thinking about the writers' craft • Helps the readers notice and name characteristics of the genre • States the principle in simple, clear language along with its purpose ("so that"... "in order to") and write it on a chart (<i>If grade level appropriate</i>) • Helps students derive the principle from several examples or states the principle for students to think about • Helps the students understand why the principle is helpful • Involves the readers in trying out the principle at the circle (<i>If appropriate</i>) • Summarizes and helps the students think about how they can apply the learning to their own reading 	
<p><i>Reading/Conferring</i></p> <ul style="list-style-type: none"> • Has taught the students how to engage independently with their drawing/writing about reading? • Confers with individual readers so that they have the opportunity to think and talk about their reading, identify their plans, goals, and needs, and receive individual instruction • use records to guide and document the content of the conferences • pull together small groups of children with similar needs for small group guided reading instruction or book clubs 	
<p><i>Sharing</i></p> <ul style="list-style-type: none"> • Involves the readers in talking about their reading with each other (turn and talk) • Reinforces and/or extends the readers' application of the minilesson principle if appropriate 	